DOCUMENT RESUME

ED 394 327 FL 023 735

AUTHOR Dianda, Marcella R.; Flaherty, John F.
TITLE Report on Workstation Uses: Effects of Success for All on the Reading Achievement of First Graders in California Bilingual Programs.
INSTITUTION Southwest Regional Lab., Los Alamitos, CA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Oct 95
CONTRACT 91002006; R-117-R90002
NOTE 18p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Achievement Gains; Bilingual Education; *Bilingual Education Programs; Computer Oriented Programs; Equipment Utilization; Facility Utilization Research; Grade 1; Instructional Effectiveness; Kindergarten; *Language Skills; Primary Education; Program Effectiveness; *Reading Instruction; Skill Development; State Surveys; *Workstations
IDENTIFIERS *California; *Success for All Program

ABSTRACT

A study assessed the effectiveness of the Success for All Program for grade-one English-as-a-Second-Language (ESL) learners in bilingual or ESL programs in three California elementary schools. The reading instruction program provides both native (in this case, Spanish) language support as well as English language instruction and materials. The three schools in question were matched with comparison schools in their districts, that were similar in level of student disadvantage and other factors. The 2-year evaluation measured student (n=313) progress from kindergarten entry (receptive vocabulary) to the end of first grade (phonetic synthesis skills, recognition of common sight words, and text comprehension). Analysis of the results indicates that the 2 years of instruction in the Success for All program were effective for both students taught in Spanish-English bilingual programs and in ESL programs. While the instruction raised the average student performance, it also raised the performance of the lowest-performing students, with some of the largest treatment effects occurring in this group. A suggested area for further research is the monitoring of achievement over time. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 394 327

Southwest Regional Laboratory

4665 Lampson Ave., Los Alamitos, CA 90720

(310) 598-7661

REPORT ON WORKSTATION USES

Effects of Success for All On the Reading Achievement Of First Graders In California Bilingual Programs

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R.L. Christensen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

October 1995

BEST COPY AVAILABLE

FL023735

REPORT ON WORKSTATION USES

Effects of Success for All
On the Reading Achievement
Of First Graders
In California Bilingual Programs

Marcella R. Dianda
John F. Flaherty
Southwest Regional Laboratory

DELIVERABLE 11.2-95

October 1995

This paper is supported by a subcontract from Far West Laboratory (contract no. 91002006) and by the Office of Educational Research and Improvement, U.S. Department of Education (grant no. OERI-R-117-R90002). However, the content does not necessarily reflect the views of Far West Laboratory or the U.S. Department of Education.

Contents

Introduction 1

Success for All for English Language Learners 1

Success for All Schools in California 3

Evaluation Measures 4

Analyses 5

Reading Outcomes 5
All Students 6
English Language Learners 7

Discussion 10

Conclusion 11

References 12

Tables

Table 1 Success for All and Comparison Schools 4

Table 2 Success for All and Comparison Students' Scores on the PPVT Pretest 6

Figures

Figure 1 Grade Equivalents and Effect Sizes by Reading Measure 7

Figure 2 Mean Grade Equivalents by Language Group 8

Figure 3 Grade Equivalents for English-Speaking Students and English Language Learners 9

Introduction

As Success for All has grown from a pilot project to a nationally disseminated program, it is increasingly serving English language learners, students who enter school from homes and communities in which English is not the primary language. The inclusion of English language learners is an important extension of a program with a record of effectiveness to the fastest growing segment of the nation's school-age population.

Evaluations of Success for All have consistently shown substantial positive effects on student reading achievement, within-grade retentions, special education referrals and placements, and attendance for children who start in the program in first grade or earlier. These effects have been found to grow as children move through the grades, and effects for each cohort have been greater than for the previous year's cohort in the same schools. Achievement effects have been particularly positive for the lowest achievers (Slavin, Madden, Karweit, Dolan, & Wasik, 1992; Slavin et al., 1994).

The expansion of Success for All to serve English language learners provides an opportunity to evaluate the program's effect on reading performance in Spanish bilingual and English as a Second Language (ESL) settings. So far, five Success for All, and matched comparison, schools are participating in the evaluation of Success for All for English language learners. Three of the program schools, and their comparison sites, are part of an evaluation underway at the Southwest Regional Laboratory (SWRL). This paper presents initial findings for first graders in this evaluation. (See Slavin & Madden, 1995, for findings for the other sites).

Success for All for English Language Learners

Success for All schools serving English language learners deliver the same key program components emphasized in schools serving English-dominant students: prekindergarten and kindergarten programs emphasizing oral language development and reading readiness, a schoolwide reading curriculum grounded in cooperative learning, one-to-one tutoring for students (especially first graders) who need help to keep up with their reading groups, eight-week assessments of student progress, parental involvement and support through a school-based family support team, and a school-based Success for All facilitator (see Slavin & Madden, 1995, for a detailed description of program elements).

However, adaptations have been made in Success for All to meet English language learners' needs for primary language support and English language development. With respect to primary language support, the most notable adaptation is the development of *Lee Conmigo*, a

Spanish-language version of the Success for All beginning reading curriculum. Developed for use with the Macmillan *Campanitos De Oro* reading series, *Lee Conmigo* uses essentially the same instructional strategies as its English-language counterpart. However, it is not merely a translation of the English curriculum. Instead it is an adaptation based on the phonetic and structural elements of Spanish. Introduced in the second semester of kindergarten in two of the schools participating in the curriculum, *Lee Conmigo* presents letters, letter sounds, and syllable sounds in an active, engaging series of activities that begin with oral language and move into written symbols. Students' decoding and encoding skills are reinforced by reading stories that use the sounds. The program emphasizes repeated oral reading to partners as well as to the teacher, instruction in story structures and specific comprehension skills, and integration of reading and writing.

Delivery of Success for All to Spanish-speaking students also is supported by development of Story Telling and Retelling (STaR) materials that enable children to access, read, and discuss Spanish literature as well as children's stories in English that have been translated into Spanish. On the most basic level, stories provide opportunities for exposure to the communicative function of language and the hands-on experience of seeing how print works. On another level, stories provide models and metaphors for the child's developing communication abilities. English language learners' exposure to stories provides the basis for considerable vocabulary acquisition in first and second languages. Preliminary evaluations of the STaR program with native English speakers indicate positive effects on important prereading skills such as receptive vocabulary, production of language, and story comprehension (Karweit & Coleman, April 1991).

Shared reading experiences, as well as oral and written activities, also allow students to develop concepts of print as they develop knowledge of story structure. In addition, Peabody Language Development Kits further develop receptive and expressive language in kindergarten and first grade. Thematic units also incorporate children's experiences into instruction, using themes that are relevant to all students (e.g., My Class/My School, Special Me, Fall, Winter, Spring) as well as themes that are relevant to students' specific cultures.

Moreover, the Success for All English and Spanish reading/language arts programs teach students why, when, and how to use metacognitive strategies. Examples of these strategies include previewing a selection prior to reading and monitoring comprehension. These strategies always are presented in the context of reading, in STaR, and in the formal beginning reading curriculum. In addition, Success for All reading tutors teach metacognitive skills beyond those taught in the classroom program.

As significant for English language learners, particularly in ESL contexts, a great deal of Success for All instruction in English is supported by contextual clues and nonverbal information. Contextual support in Success for All, including puppets, pictures, objects, music,

movement, and gestures and cues to guide group response, enables English language learners to comprehend what is being communicated.

Success for All Schools in California

Three Success for All schools—Fremont Elementary in Riverside, CA, and Orville Wright Elementary and El Vista Elementary in Modesto, CA—participated in the evaluation from fall 1992 through spring 1994.

Fremont and Orville Wright serve English language learners whose primary language is Spanish. Spanish-dominant students in grades K-2 receive Success for All instruction in Spanish in the morning and instruction in Spanish in other subjects for the remainder of the school day. Third through sixth graders transition to English-only instruction and therefore receive Success for All in English, with provision of sheltered instruction. In addition, both schools provide students with 20 minutes of ESL instruction per day during the Success for All reading block. This time allocation meets a state requirement. Students who are having difficulty keeping up with their reading groups receive one-on-one tutoring in Spanish for 20 minutes per day.

El Vista serves students who speak 17 primary languages. Success for All operates in an ESL setting. English language learners participate in the Success for All reading and language arts program in English alongside their English-dominant classmates during a common period in the morning. During the rest of the day, they receive sheltered-content instruction or ESL instruction, depending on their level of English proficiency.

When the students were pretested in fall 1992, Fremont was entering its second year in Success for All; Orville Wright and El Vista were entering their third year of implementation. The three program schools were matched with comparison schools in their districts that were similar in level of student disadvantage and other factors (Garrison/Kelly Elementary and Tuolumne in Modesto; Taft Elementary and Highgrove Elementary in Riverside). The characteristics of the schools are listed in Table 1.

Table 1
Success for All and Comparison Schools

Characteristics	Success for All and comparison schools						
	El Vista	Garrison/ Kelly	Fremont	Highgrove	Taft	Orville Wright	Tuolumne
School type	SFA	Comp.	SFA	Comp.	Comp.	SFA	Comp.
Total enrollment	643	585	931	733	981	560	913
Enrollment, K	90	90	118	121	142	72	135
School calendar	Trad.	Trad.	YRE	Trad.	YRE	Trad.	YRE
Percentile—reading							
K	------	------	------	------	------	------	------
1	30	--	24	27	32	8	20
2	25	--	20	32	41	14	37
3	58	54	35	32	43	49	43
Percent AFDC	36	32	22	22	21	51	39
Percent free lunch	70	66	73	61	47	98	80
Percent minority	49	48	68	60	60	73	71
Anglo	53	47	32	20	18	24	29
African American	4	5	10	7	12	<1	2
Asian	16	21	3	3	6	10	16
Hispanic	24	24	52	49	39	65	52
Other	3	3	3	1	4	<1	<1
Percent ELL*	30	38	23	20	21	55	45
Spanish-speaking	38	34	87	92	89	79	65
Instruction for ELL	sheltered	sheltered	bilingual	bilingual	bilingual	bilingual	bilingual

Note. All figures are for spring 1992, or the 1991-92 school year. Kindergarten students were not tested.

*ELL = English language learner.

Evaluation Measures

In fall 1992, all incoming kindergarten students in the program, and in the comparison schools (a total of 583 students), were given an individually-administered pretest, the Peabody Picture Vocabulary Test (PPVT) (Dunn & Dunn, 1981). The PPVT, which measures receptive vocabulary, was administered in English or Spanish, depending on the students' primary language. The assessors were current and former classroom teachers trained by SWRL.

Students were tested again in spring 1994 when they completed first grade. A total of 313 students were assessed at that time. Students were assessed in the language of instruction (English or Spanish) using three scales from the Woodcock Language Proficiency Battery (Woodcock, 1984): Word Attack/Analisis de Palabras, which assesses phonetic synthesis skills;

Woodcock Letter-Word Identification/Indentificacion de Letras y Palabras, which assesses recognition of common sight words; and Woodcock Passage Comprehension/Comprehension de Textos, which assesses comprehension of text. The three scales were used previously in Success for All evaluations.

Analyses

Students' scores were analyzed using analyses of covariance, with the PPVT as a covariate. Outcomes are characterized in terms of effect size, which is the difference on each posttest between the mean achievement of students in the program and comparison students divided by the comparison groups' standard deviation. The analyses use raw or standard scores. Although they are not used in the analyses, grade equivalents are reported to provide a sense of students' performance levels.

The achievement of the students in the lowest 25% of their classes is reported separately. Students were placed in this category based on their average posttest scores. The raw scores for each posttest were standardized, and then an average score was calculated for each student. Students who scored in the lowest 25% of their class are of special interest because they receive one-on-one tutoring in reading in addition to their regular Success for All reading and language arts instruction.

Outcomes are reported for all students, for English-speakers, and for three groups of students who are English language learners: (a) students who entered kindergarten speaking Spanish, and who subsequently were assessed and taught in Spanish (i.e., Spanish bilingual students); (b) students who were Spanish-dominant when they enrolled in kindergarten, were pretested in Spanish, but received sheltered English instruction, and therefore were posttested in English (i.e., Spanish ESL students); and (c) students who entered kindergarten speaking languages other than English or Spanish (i.e., other ESL students).

Reading Outcomes

Program and comparison students performed similarly on the PPVT pretest (see Table 2). However, by the end of grade 1, Success for All students were ahead of their comparison school counterparts. Furthermore, the impact of the program was stronger for students in the lowest quartile of their grade, and as we report below, effects were quite positive for English language learners.

Table 2
Success for All and Comparison Students' Scores on the PPVT Pretest

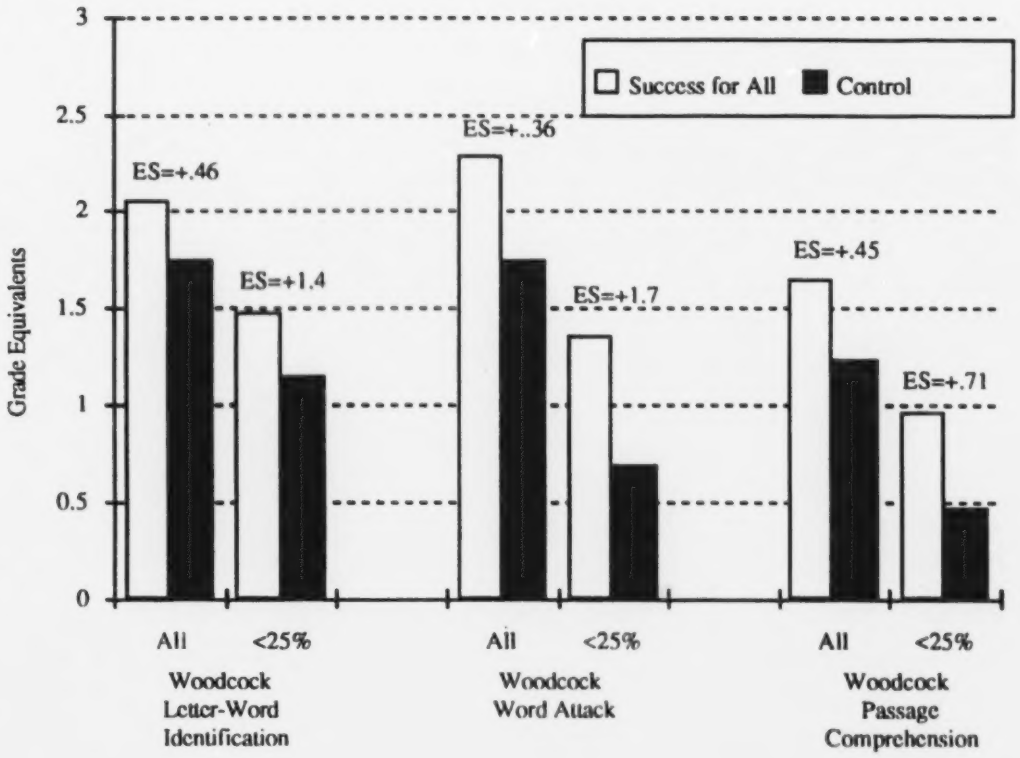
	All students		English-speaking students		Spanish bilingual students		Spanish ESL students		Other ESL students	
	SFA	Control	SFA	Control	SFA	Control	SFA	Control	SFA	Control
N	131	188	99	120	25	41	7	9	35	30
mean	35.95	36.01	39.32	43.15	26.40	23.83	22.34	19.53	20.69	18.87
(SD)	17.88	20.57	17.94	19.61	13.66	13.53	12.00	14.04	14.13	14.59

All Students

Success for All students performed significantly better than comparison students on all posttests ($p < .000$). Figure 1 shows the pooled mean grade-equivalent and effect sizes for the three Success for All schools and their comparison schools. Program students were three months (letter-word identification), four months (reading comprehension), and five months (word attack) ahead of their peers in the comparison schools. These effect sizes are similar to the effect sizes found in other evaluations of Success for All (e.g., Slavin et al., 1994).

Outcomes for students in the lowest 25% of their classes were even larger ($p < .000$). These highest-need students in Success for All were outpacing their comparison school counterparts by three months (letter-word identification), five months (reading comprehension), and six months (word attack). These students received daily one-to-one tutoring by a trained teacher tutor. In addition, they often received additional support from the Family Support Team, which all three Success for All schools had in place. The positive effects on the lowest quartile indicates a high return on the extra resources Success for All schools invest in these students. Again, these effect sizes are comparable to those reported by Slavin and his colleagues.

Figure 1
Grade Equivalents and Effect Sizes by Reading Measure



English Language Learners

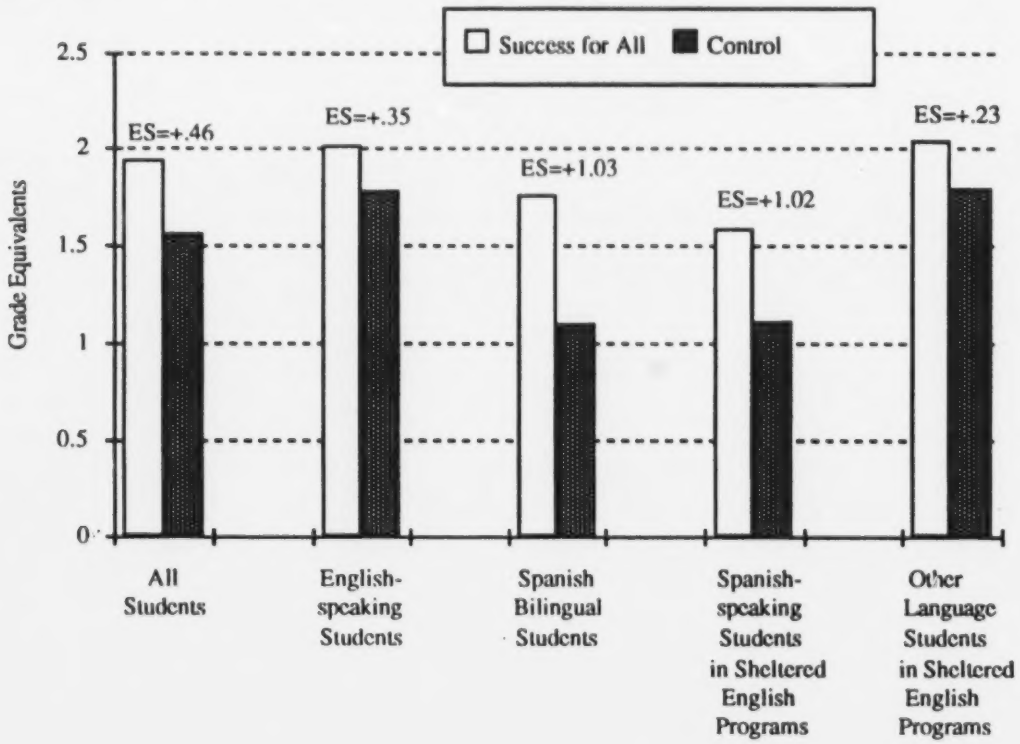
Success for All students in each language group were quite positive. On average, they were several months ahead of their comparison school counterparts in reading achievement (see Figure 2). Differences were greatest for students in Spanish bilingual programs (ES = +1.03) and Spanish-dominant students taught in sheltered programs (ES = +1.02).

On average, the Spanish students in a Success for All bilingual program scored at grade level and more than six months ahead of comparison students (6.6 months). Similarly, Spanish-dominant students in a Success for All ESL program scored at grade level and approximately five months (4.8 months) ahead of comparison students.

Students who spoke a language other than Spanish and participated in Success for All adapted for ESL performed, on average, well above grade level, and about two months ahead (2.4 months) of their comparison counterparts.

As Slavin and Madden (1995) point out, one of the more striking outcomes, however, is not for Success for All students at all, but for comparison students. Spanish bilingual students in the comparison schools performed very poorly. These first graders averaged a grade equivalent of 1.1 at the end of grade 1. In effect, they had very limited reading skills.

Figure 2
Mean Grade Equivalents by Language Group

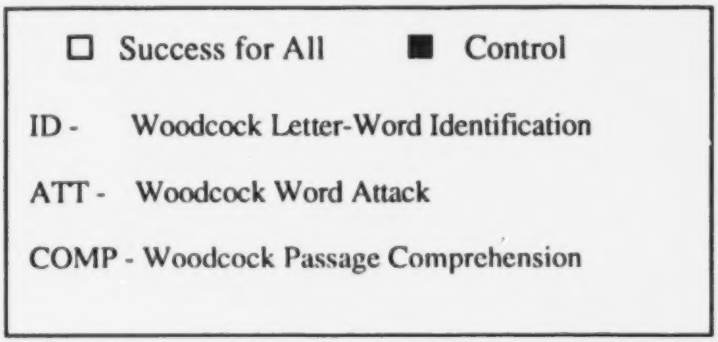


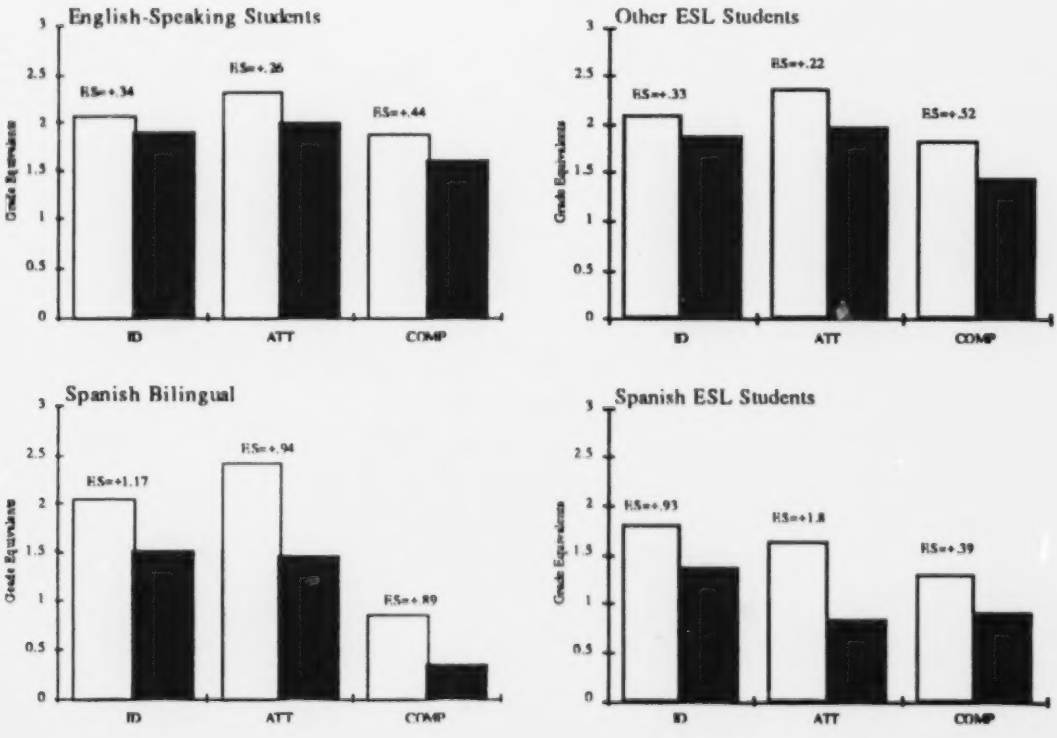
Turning to the individual Woodcock scales, the performance of English language learners once again is positive although the differences in the performance of Success for All and comparison students need to be examined cautiously (see Figure 3). In the case of English language learner groups, the number of students was quite small (i.e., other ESL students: Success for All (n = 22), comparison (n = 16); Spanish ESL students: Success for All (n = 7), comparison (n = 19); Spanish bilingual students: Success for All (n = 25), comparison (n = 41)).

Still, as Figure 3 illustrates, overall the achievement of English-speaking students and other ESL students is higher than Spanish bilingual or Spanish ESL students on all three scales—word attack, letter-word identification, and passage comprehension.

Of special concern is the extremely low performance of Spanish bilingual comparison students on the Woodcock Passage Comprehension Scale. Their scores were near zero.

Figure 3
Grade Equivalents for English-Speaking Students and English Language Learners





BEST COPY AVAILABLE

Discussion

Evaluations of Success for All have consistently shown substantial positive effects on student reading achievement for children who start in the program in first grade or earlier. The findings reported here mirror these results. The students in the evaluation had received two years of Success for All instruction as kindergarteners and first graders.

The findings also extend the Success for All research base to additional Spanish bilingual and ESL instructional contexts. Overall, English language learners in Success for All schools outperformed students in the comparison schools. As important, Success for All not only raised average achievement, it raised the achievement of the lowest performing students. Some of the largest effect sizes are for students who were in the lowest 25% of their classes. These are the children in which Success for All schools invest tutoring and Family Support Team services to prevent early reading failure.

As Slavin et al. (1995) report, the performance of Success for All Spanish bilingual students, which averaged 1.9 across all the schools implementing *Lee Conmigo* (the two included in this evaluation and an additional school studied by Slavin), compares favorably to the average of 2.1 for English-only first graders in Success for All schools.

Still, the results from SWRL's evaluation suggest that outcomes on individual Woodcock scales for Success for All students need to be monitored over time, especially as we seek to strengthen program implementation. Scores on reading comprehension for Spanish-speaking students who received the Spanish version of Success for All lagged behind performance in other areas. We want to be sure that Spanish-speaking students' comprehension skills develop alongside word attack and letter-identification skills; therefore, we will track students' performance into second grade and beyond.

Finally, Slavin et al. (1995) point out that the extremely low performance of Spanish bilingual comparison students is not typical of comparison students in other Success for All evaluations. They report that their longitudinal studies indicate that English-only first graders in comparison schools average a grade equivalent of 1.6 . These students were primarily African American students, and while their performance was below grade level, it is well ahead of the Spanish bilingual comparison students' average performance of 1.1. Again, it will be important to track these students into second grade and beyond.

Conclusion

The first phase of SWRL's evaluation of Success for All in bilingual and ESL contexts in three schools, and matched comparison schools, adds to a growing research base attesting to Success for All's effectiveness with English language learners.

Results from California also suggest trends worth watching over time related to the overall achievement of Spanish bilingual students in comparison schools, and the performance of Success for All bilingual students in reading comprehension.

Finally, the findings presented here are important from another standpoint. Orville Wright and El Vista schools receive their implementation from the program's developers at Johns Hopkins University, while Fremont is supported by SWRL. That is, in addition to conducting longitudinal research on the effectiveness of Success for All, SWRL is the first Success for All Regional Training Center created by the program's developers. The Laboratory's Regional Training Center provides training on Success for All program components to implementing schools and districts and works cooperatively with schools to ensure program fidelity. These findings indicate that an organization, other than the developer, can provide high quality training and implementation support to Success for All schools that enables those schools to produce positive outcomes for students.

References

Dunn, L. M., & Dunn., L. M. (1981). *Peabody picture vocabulary test—revised: Manual for forms L and M*. Circle Pines, MN: American Guidance Service.

Karweit, N. L., & Coleman, M. A. (1991, April). *Early childhood programs in Success for All.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Slavin, R. E., Madden, N. A., Dolan, L. J., Wasik, B. A., Ross, S. M., Smith, L., & Dianda, M. R. (1995, April). *Longitudinal evaluation of Success for All in seven districts: A multisite replicated experiment.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Slavin, R. E., & Madden, N. A. (1995, April). *Effects of Success for All on the achievement of English language learners.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Slavin, R. E., Madden, N. A., Dolan, L. J., Wasik, B. A., Ross, S. M., & Smith, L. J. (1994) 'Whenever and wherever we choose': The replication of Success for All. *Phi Delta Kappan, 75*(8), 639-647.

Slavin, R. E., Madden, N. A., Karweit, N. L., Dolan, L., & Wasik, B. A. (1992). *Success for All: A relentless approach to prevention and early intervention in elementary schools.* Arlington, VA: Educational Research Service.

Woodcock, R. W. (1984). *Woodcock Language Proficiency Battery.* Allen, TX: DLM.